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**University of Texas Bulletin**

No. 1728: May 15, 1917

**The Texas History Teachers' Bulletin**

(Volume 5, No. 3)



Published by the University six times a month and entered as  
second-class mail matter at the postoffice at  
AUSTIN, TEXAS

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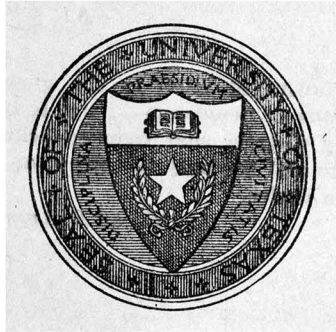
A. C. BALDWIN & SONS, AUSTIN

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar



# The Texas History Teachers' Bulletin

No. 1728: May 15, 1917

(Volume 5, No. 3)

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The Texas History Teachers' Bulletin is issued in November, February, and May. The history teachers of Texas are urged to use it as the medium of expression for their experience and ideals and to help make it as practical and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general. Copies will be sent free, on application, to any history teacher in Texas.

## Address

THE TEXAS HISTORY TEACHERS' BULLETIN  
The University of Texas, Austin, Texas



## THE FIELD OF INSTRUCTION IN ELEMENTARY COLLEGE HISTORY.

The first year college course in history ought to have five qualifications. It ought to be suited for elementary training in the methods of historical study. The content ought to be inclusive enough to make it a foundation for general courses in other fields or advanced courses in the same field of history. Its scope ought to be sufficiently extensive to give the student a general conception of history as a whole, and on the other hand sufficiently restricted to permit intensive study of typical institutions and significant movements. It ought to meet in subject matter, as far as possible, the recommendations of other departments and the consequent demands of the students in those departments; and, lastly, it ought to emphasize by its content the relation between the high school and the university.

That the first year course ought to teach the student the elementary processes of historical study, requires no argument. If this is properly done it will make unnecessary the duplication and reduplication of such elementary instruction in the subsequent courses, and at the same time provide a good working equipment for that large group of students who at the end of one or two years leave the university to take up the teaching profession. Both Ancient History and Medieval History are well adapted to meet this requirement, since the source materials with which they deal are condensed in form and content. English History is even better fitted for such elementary instruction. The sources are easily accessible, most of them can be used in the original language, and they are so diverse in form that the student forms a far more accurate opinion of the character of historical materials than he can in either Ancient or Medieval History.

Secondly, the information imparted in the Freshman course in history ought to be sufficiently extensive to form a good, solid foundation for any general course in another field or any advanced course in the same field of history. In this respect

General History and English History alone qualify. English History, however, is really General History applied to a restricted geographical area. It adapts itself readily as a foundation course for Ancient History, to which it is connected by the prehistoric remains, by the contact with the Greek colony of Marseilles and by the conquest of the Caesars. The connection between England and the continent is even closer in medieval and modern times, and the institutions and movements of the latter are reflected in the former. For American History English History as a background is absolutely essential. In all respects therefore, English History is as well suited for a foundation course as is General History.

The first year course in history, furthermore, ought to give the student both a general conception of history as a whole, and a somewhat detailed knowledge of one of its divisions. The majority of students take no more than one course in history, and they take that for "general culture" as they call it. What they want is information, condensed in form, general in its nature, covering the whole field of history. General History, however, is too extensive. The student loses the thread of unity, and becomes hopelessly confused by a superficial study of innumerable movements and institutions, none of which he really understands. English History on the other hand is not open to these objections. It presents a general survey of history as a whole, and at the same time develops the history of a particular area with some detail. It is neither too general, nor too technical.

Moreover, the Freshman course in history ought to be selected with some regard to the recommendations of other departments and schools. Ancient History has the approval of the classical departments, but it can be taken as advantageously in the Sophomore year as in the Freshman. English history in many institutions is recommended or prescribed by the schools of law or commerce. Students in these schools begin to specialize in the second year. Consequently, the logical place for history in their programs is in the first year.

Lastly, the first year course in history ought to emphasize by its content the relation between the high school and the



university. There seems, however, to be no definite connection between the number of courses in history a student has had in the high school and the proficiency he displays in the same subject in the university as measured by grades. On the basis of statistics, covering the grades of first year students for five years at the University of Texas, the student with three high school history courses does almost as well as the student with four courses, but not as well as the student with two courses who has the best record of all. The number of passes for four-course students is approximately seventy percent; for three-course students sixty-nine percent; and for two-course students seventy-two percent. There is, however, a marked difference between these groups and the two groups comprising those students who have received entrance credit for but one course in history or for none at all. Of the 2475 students examined 452 had received no entrance credit in history and 18 had received credit for only one course. Of these two groups, 53 percent, barely half, succeeded in passing the first year history course in the university. This failure cannot be attributed alone, however, to the fact that they had had little or no history in a high school of good standing; nor can it be argued that four courses in history give the student a certain pedagogical form as a result of which he will do better in university history than the student who has had but one course. The 452 students are students who entered the university on individual approval, without entrance examination or high school diploma. They are poorly prepared in everything. They have as much difficulty with their other courses as they have with history. A large part of this group withdraws from the university shortly after admission. The data for those students who have had but one course in history are insufficient to permit any conclusion. University history teachers agree, however, that the less attention given to any field of history in the high school, the better will be the claim of that field to recognition in the first year university curriculum. An examination of 2475 students in the University of Texas who enrolled in Freshman history between 1911 and 1916, showed that 1979 or 80 percent had had Ancient History in the high school, 1911 or 77 per cent Medieval and Modern, 1386 or 56 percent American, and only 946 or 38 percent English.

Four-fifths had had Ancient, three-fourths Medieval and Modern, almost three-fifths American, but only a little more than a third English. If high school history work really counts for anything, and if conditions elsewhere approximate those in Texas, then duplication can be avoided for two-thirds of the students entering the university each year, by offering English history as the first year course.

In view of these facts, the writer has arrived at the conclusion that the same field ought to be offered as a first year course for all students and that that field ought to be English History.

A number of statistical tables may be of interest in connection with this subject. In these tables the following abbreviations are used: A. for Ancient History; M. for Medieval and Modern History; E. for English History; and Am. for American History.

TABLE I

(Classification of students enrolled in Freshman history courses at the University of Texas on the basis of high school history preparation)

History Course in University	Year	AMEAm.	AMAm.	AME.	MEAm.	AEAm.	AM.	AE.	MAm.	AAm.	EAm.	A.	E.	Am.	No Course
English History-----	1915	72	76	16	0	5	20	1	0	8	0	2	0	0	22
Total-----		72	76	16	0	5	20	1	0	8	0	2	0	0	22
Ancient History-----	1911	15	50	16	2	1	29	0	1	2	1	0	0	0	46
	1912	35	56	6	2	1	22	0	0	2	0	0	0	0	34
	1913	27	44	10	2	1	12	0	0	2	1	0	0	0	29
	1914	17	46	9	0	3	23	0	1	1	0	0	0	0	32
	1915	25	48	7	0	0	19	1	0	3	0	0	0	0	36
Total-----		119	244	46	6	6	105	1	2	10	2	0	0	0	177
Medieval History-----	1911	113	112	37	1	10	87	1	1	7	1	1	0	0	51
	1912	100	111	29	7	2	63	1	3	9	4	1	0	2	69
	1913	96	100	49	1	0	52	4	0	5	1	0	1	2	70
	1914	100	99	33	2	2	42	1	1	2	1	3	0	1	49
	1915	54	73	13	1	5	25	0	0	4	1	2	1	2	14
Total-----		463	495	161	12	19	269	7	5	27	8	7	2	7	253
Grand Total-----		654	615	223	18	30	384	9	7	45	10	9	2	7	452
Per cent-----		.264	.248	.09	.007	.012	.159	.004	.003	.018	.004	.004	.001	.003	.183

Approximately one-fourth of the students have had four courses in history in the high school. About a third have had three courses, a fifth two courses, a fifth no history course at all for which entrance credit was received and only one one-hundredth have received credit for only one course.

TABLE II

Classification of students enrolled in Freshman history at the University of Texas on the basis of high school history preparation—subject matter.

A.			B.		
Students having had Ancient History			Students having had Medieval and Modern History		
Combination	Number	Per cent	Combination	Number	Per cent
AMEAm -----	654	.264	AMEAm -----	654	.264
AMAm -----	615	.248	AMAm -----	615	.248
AME -----	223	.090	AME -----	223	.090
AEAm -----	30	.012	MEAm -----	18	.007
AM -----	394	.159	AM -----	394	.159
AE -----	9	.004	ME -----	0	.000
AAM -----	45	.018	MAM -----	7	.003
A -----	9	.004	M -----	0	.000
Total -----	1979	.799+	Total -----	1911	.771

C.			D.		
Students having had American History			Students having had English History		
Combination	Number	Per cent	Combination	Number	Per cent
AMEAm -----	654	.264	AMEAm -----	654	.264
AMAm -----	615	.248	AMAm -----	223	.090
MEAm -----	18	.007	AME -----	30	.012
AEAm -----	30	.012	MEAm -----	18	.007
MAM -----	7	.003	AE -----	9	.004
AAM -----	45	.018	EAM -----	10	.004
EAM -----	10	.004	E -----	2	.001
Am -----	7	.003			
Total -----	1386	.559	Total -----	946	.382

## SUMMARY

80% of the students have had Ancient History.  
 77% of the students have had Medieval and Modern History.  
 56% of the students have had American History.  
 33% of the students have had English History.



TABLE III.

Classification of students enrolled in Freshman History at the University of Texas on the basis of number of preparatory courses in high school history and quality of history grades in the University.

## A.

Students with four preparatory courses

University Course	Grades								Total	Pass	Fail
	A.	B.	C.	D.	E.	F.	Q.* and W.**				
Ancient -----	20	63	89	90	38	3	62	362	262	100	
Medieval -----	38	137	381	367	116	33	266	1328	913	415	
English -----	16	44	53	33	7	9	47	209	146	63	
Total -----	74	244	523	490	161	45	375	1899	1321	578	
Per cent. -----	.039	.128	.275	.258	.084	.023	.197		.70	.30	
**W—Withdrawn.											
*Q—Quit.											

## B.

Students with three preparatory courses

University Course	Grades									
	A.	B.	C.	D.	E.	F.	Q. and W.	Total	Pass	Fail
Medieval										
AMAm -----	36	164	395	383	121	48	244	1391	978	413
AME -----	6	44	96	115	56	28	112	457	261	196
AEAm -----	3	10	16	19	0	1	12	61	48	13
MEAm -----	0	1	12	17	5	0	3	38	30	8
Total -----	45	219	519	534	182	77	371	1947	1319	630
Ancient										
AMAm -----	31	104	168	196	80	3	69	651	499	152
AME -----	5	12	25	34	25	1	23	125	76	49
AEAm -----	0	0	0	2	4	0	2	8	2	6
MEAm -----	2	2	5	5	2	0	1	17	14	3
Total -----	38	118	198	237	111	4	95	801	591	210
English										
AMAm -----	12	45	48	33	9	24	53	224	138	86
AME -----	1	12	16	3	2	6	5	45	32	13
AEAm -----	0	0	2	2	1	0	9	14	4	10
MEAm -----	0	0	0	0	0	0	0	0	0	0
Total -----	13	57	66	38	12	30	67	283	174	109
Grand total -----	96	394	783	809	305	111	533	3031	2082	949
Per cent. -----	.031	.13	.258	.266	.10	.036	.175		.686	.314

## C.

## Students with two preparatory courses

University Course	Grades									
	A.	B.	C.	D.	E.	F.	Q. and W.	Total	Pass	Fail
<b>Ancient</b>										
AM -----	22	48	54	58	21	0	35	238	182	56
AAM -----	0	5	5	5	2	1	8	26	15	11
EAM -----	5	0	0	0	0	0	2	7	5	2
MAM -----	0	0	1	1	1	0	0	3	2	1
AE -----	0	0	0	0	0	0	0	0	0	0
ME -----	0	0	0	0	0	0	0	0	0	0
Total -----	27	58	60	64	24	1	45	274	204	70
<b>Medieval</b>										
AM -----	27	97	213	205	45	23	144	754	542	212
AAM -----	0	5	19	22	7	1	22	76	46	30
EAM -----	6	3	10	4	2	0	2	27	23	4
MAM -----	0	0	5	3	2	0	3	13	8	5
AE -----	0	1	7	7	1	2	2	20	15	5
ME -----	0	0	0	0	0	0	0	0	0	0
Total -----	33	106	254	241	57	26	173	890	634	256
<b>English</b>										
AM -----	9	13	19	15	9	1	10	76	65	11
AAM -----	0	2	6	0	1	4	7	20	8	12
EAM -----	0	0	0	0	0	0	0	0	0	0
MAM -----	0	0	0	0	0	0	0	0	0	0
AE -----	0	0	0	0	0	0	3	3	0	0
ME -----	0	0	0	0	0	0	0	0	0	0
Total -----	9	15	25	15	10	5	20	98	73	26
Grand total.....	69	174	339	320	91	32	238	1268	911	352
Per cent.....	.054	.137	.268	.253	.072	.025	.188		.72	.28

## D.

## Students with one preparatory course in History

University Course	Grades									
	A.	B.	C.	D.	E.	F.	Q. and W.	Total	Pass	Fail
Ancient										
A	0	0	0	0	0	0	0	0	0	0
M	0	0	0	0	0	0	0	0	0	0
E	0	0	0	0	0	0	0	0	0	0
AM	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Medieval										
A	0	0	6	6	3	0	6	21	12	9
M	0	0	0	0	0	0	0	0	0	0
E	1	1	0	0	2	1	0	5	2	3
Am	0	1	4	5	3	0	3	16	10	6
Total	1	2	10	11	8	1	9	42	24	18
English										
A	0	0	0	1	0	0	4	5	1	4
M	0	0	0	0	0	0	0	0	0	0
E	0	0	0	0	0	0	0	0	0	0
Am	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	1	0	0	4	5	1	4
Grand total	1	2	10	12	8	1	13	47	25	22
Per cent	.021	.042	.212	.26	.17	.021	.276		.531	.469

E.

Students without any accredited preparatory course in History

University Course	Grades									
	A.	B.	C.	D.	E.	F.	Q. and W.	Total	Pass	Fail
Ancient -----	16	64	87	105	53	0	92	417	272	145
Medieval -----	5	22	115	167	55	43	249	656	309	347
English -----	2	8	3	6	2	9	28	58	19	39
Total -----	23	94	205	278	110	52	369	1131	600	531
Per cent.-----	.02	.084	.182	.245	.087	.046	.326		.53	.47

F.

Summary

Students	Grades in Per Cent									
	A.	B.	C.	D.	E.	F.	Q. and W.	Pass	Fail	
Four accredited history courses (1899 grades)	.039	.123	.275	.258	.084	.023	.197	.70	.30	
Three accredited history courses (3031 grades)	.031	.130	.258	.266	.100	.036	.175	.686	.314	
Two accredited history courses (1263 grades)	.054	.137	.268	.233	.072	.025	.188	.720	.280	
One accredited history course (47 grades)	.021	.042	.212	.260	.17	.021	.276	.531	.469	
No accredited history course (1131 grades)	.02	.084	.182	.245	.087	.046	.326	.53	.47	

MILTON R. GUTSCH,  
University of Texas.

## SOURCE READINGS IN TEXAS HISTORY<sup>1</sup>

[The three letters which follow are selected more or less at random from originals in the Austin Papers belonging to the University of Texas. Taken together they illustrate some of the difficulties which Austin had constantly to contend with in the establishment of his colony and the founding of Texas—unfamiliarity of the people with Mexican local government, criticism of their officials, insubordination, unwillingness to pay taxes, distrust of each other, squabbles over land. In all the colonial history of the United States, no man more completely dominated his colony than did Austin. No individual is more nearly entitled to the full credit for establishing an American commonwealth than he.

The letters need little explanation. The first was written to Josiah H. Bell, one of Austin's closest friends and warmest supporters, answering criticisms which Bell and others had made of the ayuntamiento, the local municipal government. The other two illustrate difficulties in preventing confusion in land titles. A good introduction to the first letter can be obtained by reading the selections which appeared in this Bulletin in February and May, 1916, pages 41-45, 12-20. The letters are printed without change.]

### VII. SOME OF STEPHEN F. AUSTIN'S DIFFICULTIES IN THE FOUNDING OF TEXAS

*Austin to Josiah H. Bell*

April 4 1829

Mr. J. H. Bell

Dr Sir, I have heard with regret and surprise of the numerous reports and rumors that are in circulation and fomenting the public mind—when I first heard of them I paid but little attention to them for they were so absurd and unfounded that I thought they would correct themselves. I also felt confident that the good sense of the people would point out to them the necessity of harmony and union, and the justice of at least en-

<sup>1</sup>This department is added to the Bulletin for the use of teachers of Texas history in the grades. Teachers who wish additional copies for their pupils should write to the History Department of the University of Texas. References to several books suitable for parallel reading will be found at the end of each chapter of the State text on Texas History.



quiring into the truth of rumors before they were received as facts.

It is reported, as I am told, that the colony is to be loaded with taxes to build a splendid court house for the lawyers to strut in—all the answer that is necessary to this rumor is, that it is *false*.

The law requires certain duties of the Ayuntamiento and the members can be severely punished if they are not strictly attended to, and they cannot be discharged without some funds. The Ayto [Ayuntamiento] of last year did not comply with their duty in any one particular—they did nothing that the people ever heard of, and they were therefore popular but it cost me and Williams<sup>2</sup> a great deal of labor and it required all I could do to keep them from being fined severely<sup>3</sup>—they contracted a debt of upwards of four hundred dollars which was turned over to this Ayto to be paid.

It is necessary to have a secretary who understands both languages<sup>4</sup> and a salary of 1000 dollars was offered to Williams—the other necessary expences will be two hundred dollars more at least for Blank books, stationary, fire wood, house rent—Indian expenses,<sup>5</sup> post office account etc., these items make \$1600. It is by law the duty of the Ayto to provide a safe and secure place to keep the public records in, and it is also a duty due to the people of the jurisdiction. The records are now kept in a log cabin, in danger of being destroyed by fire, and are dayly becoming defaced by wet and exposure and it was intended to try and build a fire proof room of brick merely large enough for the object, and to put up a frame house similar to the one built by Cooper which would have cost about three hundred dollars to serve as a court house or office for the Alcalde. The law requires that there should be a jail and it was intended to try and put up a small one. This is the extent of what was contemplated provided funds could be raised. The plan that was adopted as to raising funds, was to make an estimate

<sup>2</sup>Austin's private secretary, Samuel M. Williams.

<sup>3</sup>By the government for failure to discharge their duties.

<sup>4</sup>Spanish and English. All official correspondence must be carried on in Spanish, while the colonists as a rule spoke only English.

<sup>5</sup>Buying presents for the Indians to keep them at peace.

of all the expences, including every thing under the supposition that the buildings would all be put up and 4700 dollars was the highest estimate, of this sum 100 would be raised by the ferry<sup>6</sup> and it was calculated that about 1500 could be raised by the tax on stores, groceries, Lawyers and doctors, and out of the sale of town and out lots in this place making a sum of 1600 dollars,<sup>7</sup> without calculating anything from fines on drunkards, a law by the bye which I will insist shall be inforced with the utmost rigor, not because I delight in punishing a drunkard but because it is time to stop the confusion and disorder they have heretofore produced—agreeably to this calculation there would have been about \$3000 to raise by taxes on property, but it was not intended to raise this sum all at once. The system that was intended to pursue was to raise enough first to pay off the old debt and to meet the common current expenses, and then to make an exhibit of the same to the people—to procure the best data that could be obtained as to the expence of a small building for the records and another for a court house, or for only one of them, and also for a small jail, and if it was found after making an experiment that the funds could be raised to build them, it was intended to raise them and not otherwise, and never to raise them all at once, but gradually as they were needed—and if from the unproductiveness of some of the sources of revenue that were calculated on, it was found that the tax on property would be oppressive, it was intended to lower it and only to raise as much as was necessary and no more. I did believe that enough could be raised to defray the common expenses and to build the office for the records this year and that the jail could be built next year but I am now inclined to think that nothing can be raised and that the municipal Govt. must totally stop and be suspended. Arrangements were made to procure a secretary—but they are broken up—there will be no secretary and the only way I see of getting along is for me to do all the writing that has to be done in Spanish. It is a much heavier burden than is supposed but it seems that when I undertook the colony I

<sup>6</sup>The ayuntamiento leased the public ferry across the Brazos River at San Felipe.

<sup>7</sup>For these taxes see this Bulletin, February, 1916, pages 42-45.

inlisted myself for life. I am getting weary and less patient than I once was, tho I will not "give up the ship" while I live and the people shall have the use of my time and labor so long as I can be of use to them in any way *except one*. I never will be alcalde if I can avoid it for if I undertake the oath required by that office I will rigidly execute it and if I do I can hope for nothing but abuse and misrepresentation. The people are too much disposed to listen to those who have more to say, and *less* to lose than any body in the country. Honest men will become disgusted and will fly the country rather than accept of an office.

Another report is that no petition will be reed. unless drawn up by a lawyer—that report is *totally false* and I cannot but be surprised that any one should have believed it for one moment. They have no idea of their rights or of the constitution or they never would have believed such a rumor. The Alcalde made a set of court rules and posted them up in his office. I never read them untill this day and I send you a copy of the articles which I presume gave rise to the reports—they regulate the number of times that a person may speak, which is no more than is done in all courts.

There is a report that the Alcalde will allow no suits to be brought before the Commissioner<sup>s</sup> *this is also false*. Some have insisted that he should issue process all over the colony for all sums and he has done so I believe in a few instances—for the future he will do so no more but compel all suits within the jurisdiction of a commissario to be brought before that officer—the jurisdiction of a commisario is 100 Dollars and no more.

Excessive and illegal fees have ben allowed to the sheriff, but this alcalde followed the example of the last one. I believe that the fee bill was not published last year because it was feared the sheriff would make a clamor, and it appeared that whoever abused the Alcalde was listened to whether he was right or wrong. Williams has translated the fee bill and it was published a few days ago.

There appears to be a great prejudice against Major League<sup>e</sup>

<sup>s</sup>The comisario was an officer with somewhat the same powers as our justices of the peace.

<sup>e</sup>Hosea H. League, the alcalde.

and the most scurrilous and unjust abuse is heaped upon him. I believe that all this is unjust and unfounded so far as I can understand or know of his acts—and I am of opinion that it has all originated from personal animosity and nothing else. The ears of the people have been tickled and irritated by the cry of *party party* and corruption untill they begin to doubt whether there is an honest man in this place or in the world. I believe that this cry of party and corruption etc. is all *false*, and that it is gotten up by personal enemies of Leagues for the express purpose of trying to distroy him. I belong to no party and will engage in no personal animosities but I do say, justice compels me to say that League is an injured and persecuted man or I am more deceived than I ever was before in my life—he has been challenged and threatened with clubs and death—I know not for what. It is said the people will rise and mob him—I cannot understand for what. He has one fault which has injured him greatly—he is too irritable—his personal enemies are if possible more so—all is combustible matter ready to blaise out at every trifle and thus the best interest[s] of the colony are actually sported with by a set of hot headed madmen, let the people frown upon *all* these inflamitory beings alike, and they will all learn to keep their tempers, and not be wantonly playing with the public tranquility, the character, and best interests of the Colony, and let them investigate both sides of every question before they condemn or approve.

As regards the lawyers, they abuse each other—and charge each other with unfair practices etc., all this in the natural order of things—they do the same in all countries, but I have never before seen a people who paid any other attention to such quarrels than to treat them with contempt. In this country the lawyer who is most active in getting the ears of the people has generally succeeded in enlisting their feelings in his favor and in rousing their inflamitory passions or creating violent prejudices against his opponent. I totally disapprove of this course in all. It is both criminal and contemptable in the lawyer who does it—and displays a want of common sense in the people to be operated on by such means. The people descend from the lofty dignity of sovereigns when they suffer their passions



to be enlisted in the disputes and animosities of a gabbling lawyer. You wish the lawyers put down; the way to do it is for the people to curb their contentious dispositions, and instead of calling on lawyers sheriffs and Alcalde, call in their neighbors and settle their disputes by means of arbitrations—in this way they will be put down—they fatten on the dissensions of the people. I do believe that a lawyer would get rich by picking to pieces the property of one hundred Americans, where he would starve on 20,000 of any other people on earth.

The truth is the people of this colony are better off and might be happier than any other people on earth—and it is also true that they are now on the broad road to total ruin. They are destroying themselves. Most of the evils that now exist, or are supposed to exist have their origin with the people themselves—they are too much disposed to run into extremes, at one time withholding all confidence, and suspecting or doubting every thing and opening their ears to idle rumors, and at another showing the most perfect indifference as to who are elected to manage their affairs or whether the laws are executed or not. At the last election for Alcalde but few votes were taken in any part of the colony, and part of those that were given in, were worse than thrown away. At the late militia election about 150 votes were taken out of upwards of five hundred—in the 3d company out of about 140 men 44 votes were taken, in the 4th company out of 106 men 14 votes were taken—it was considered a matter of no consequence altho, those who are now elected are to be commisisoned by the Governor and unless they resign or are broke are officers for life and rise by regular promotion as vacancies occur to the highest rank in the Regiment. It is considered a matter of no importance to elect an alcalde to administer justice, an Ayuntamiento to manage our civil matters and officers to lead us into battle. Notices for elections are treated with indifference and contempt, and in this way the best and dearest interests of the Community are wantonly sported with, and are as likely to fall into the hands of a fugitive vagabond or an ignorant fool as into those of an honest or intelligent man. A community that tramples on so sacred a privilege as the election franchise deserves to suffer. But if a talking, inflamitory and artfull demagogue

opens his mouth, all is attention, these same officers whose election was of no consequence are suspected, watched, and often [abused?] and cursed and condemned by the awfull . . . ion, without investi[gation]. . . . This inconsistency . . . ous situation, there is . . . ling that will lead to ruin if it is not checked.<sup>10</sup> The public must repose confident in some one and believe that there is some honesty in the world—or they are lost. Their own wild passions will distroy them. If they will have confidence in me and apply to me to explain what they do not understand, I will attend to their requests—their enquiries shall all be answered so far as I can answer them.

The laws cannot be published in print so that every man will have a copy of them and there is no other way but for the people to come and read the manuscript translations that are in the office, or to have confidence in some one. I am bold to say that I have done nothing to forfeit the confidence of the people of this Colony—and yet I have no doubt but that I should be abused if I was alcalde as much as any body else.

I hope you will all be satisfied as to the reports which I have noticed and that there will be no more excitement on that ground and I also hope that in future the people will enquire before they judge or condemn.

I have written in haste and expressed my feelings frankly. I am uneasy and concerned to see so much unnecessary excitement. Would it not have been better to have ascertained the truth of all these matters before passion was indulged? What I have said to you I say to all, and if you think proper to show my letter you can do so to who you please.

S. F. A.

It is very important to send in the reports of births and deaths agreeably to the advertisement on that subject and I hope it will not be neglected, for the Ayto are obliged to make this return every three months or be fined—I have explained this matter fully to Cap. Baily but it is not understood.

<sup>10</sup>The letter has been mutilated here by the clipping of Austin's signature.

San Felipe de Austin April 7. 1829

*Austin to Weightman:*

Dr Sir,

When you spoke to me relative to the league of land on the Bernard next above Mr. G. Huffs I informed you that the place was entered for Mr. Elisha Moore on the 1st of January last. I was willing that Mr. Griffith for whom you applied should have the place, provided Mr Moore would relinquish, but if Moore does not relinquish his right of prior entry no other person can get it. I have this day recd. information from Mr Moore that he will not relinquish his entry—in this state of the business Mr. Moore's right [will] hold good in preference to any other, and the labor or improvements made by Mr Griffith or any other person will be lost by him unless Mr. Moore voluntarily chuses to pay for them.

In order that this subject may be fully understood by you and all others I will give you a correct statement of what has passed relative to this League of Land.

About two years ago it was promised to J. H. Bell for his mother in law provided she removed to the country by the 1st of May last, she did not come, and for Mr. Bell's accomodation the time was extended to the 1st of January last and the land was reserved for her until then. Mr. Bell paid the commissioner's fees to him, as I understood; he paid nothing towards the surveying nor any office fees.

On the 1st day of January Mr. T. M. Duke called on me with a letter from Mr Moore and applied for the same land for Mr Moore, and on that day it was entered for him. Mr. Bell afterwards made arrangements at this place with Mr. Duke (as they both informed me) for Moore to pay him, Bell, the amt. he had paid to the Commissioner, and I thought the matter was all finally settled and understood by all parties. In this state of the business you called on me about three weeks ago and stated that you had removed two families on to this same league and applied for it, for Mr Griffith. I informed you what had passed, and that the place had been entered for Mr. Moore since the 1st day of January last, and that I had written to Mr. Bell early in January that the place was entered for Moore, and that Bell

and Duke had made an arrangement relative to the fees that were paid by the former to the Commissioner, and that I could not give you any permission to occupy the place, and if the families that were then on it continued, it would be at their own risk, and that Mr. Moores prior entry would entitle him to the place unless he relinquished it. As I before observed Moore informs me through his agent T. M. Duke that he will not relinquish. *This settles the question at once.*

I shall return the league to the Commissioner as entered for Mr. Moore on the 1st day of Jany last which is the day it was entered as you can convince yourself by reference to my letter to Mr Bell before refered to, and the title will be made to Mr Moore and all improvements made by you or the families who are on it, or by any others who go on it without permission from Moore will be lost.

I have always given the preference to actual settlers when they occupied places not promised to others previously, tho agreeably to law no such settlement can give any person any right to demand a title, as a *matter of right*, unless the settlement was made after having first obtained a regular permission from the Empresario or Commissioner. In this case Mr Griffith has gone on to a place that was [entered?] by Moore before Griffith came to the country, and you as the agent of Griffith was fully informed of the true situation of the land before he went on to it—you informed me that Mr. Bell told you to go on to it and that he relinquished his claim to you. Mr Bell had no right to tell you any thing of the kind, for he had no claim to relinquish. The promise to him expired on the 1st of January, and Moores entry was made on that day and Bell was informed of that fact some time between the 5th and 10th of January by my letter to him.

After taking a candid view of the whole matter you cannot fail to be convinced that Mr Moores right is a good one, and I expect that you will cause the families you have placed there to move off immediately, unless they remain with Moores permission. If they do not remove, Mr Moore can compel their removal immediately after the arrival of the Commissioner

Yours respectfully

STEPHEN F. AUSTIN

*Austin to Josiah H. Bell*

April 16 [1830]

Dr Sir,

I have not yet heard of the arrival of the comr.<sup>11</sup> at St Antonio, tho I expect he has arrived there, and I think it probable that he will be here some time next month—he will not be able to attend to business for some time after his arrival here. I shall advertise the time when he will be ready to receive applications, and it will be necessary for Mrs Powel to come up at that time.

I find that it will be necessary for me to insist that the commissioner shall attend to the duties which the law requires him to attend to, and if he does so, I shall be totally relieved from the vexation of distributing land to the settlers, for the law imposes all that duty on the commissioner, but heretofore the comr. imposed it all on me—he will be compelled to form some general rules on the subject and to follow them with very great rigor, or there will be much confusion.

I wish to get a complete list of all those who have not yet recd. land, in order to convince the commissioner of the necessity of his staying here until the business is all finished, for if I do not do this, he will only remain a short time and leave me as the other commissioners have [be]fore the business is half finished. I have [asked] the favor of Mr Ingram to get a list of all in that section, and I must ask the favor of you to aid him in doing so.

Things are getting on better here, and there is some more harmony than there was. The people must be more particular in electing a man for Alcalde. If it will not injure you too much I think you ought to be the next Alcalde—many persons speak of you—in fact I do not think there would be any opposition at all. I have been spoken to by many, and I wish to get that idea out of their heads, for I am compelled to visit the United States next fall, and I shall spend the season there. It will not do for me to be Alcalde. I have not the same patience that I once had. I have also other things to attend to of much

<sup>11</sup>The land commissioner appointed by the Governor to extend titles to settlers for their land.

more importance to the colony than settling little neighborhood disputes about cows and calves.

There are some erroneous impressions about the Ayuntamiento, amongst the settlers—those kind of impressions are very injurious and ought to be corrected. Mr Ingram can give you much information on [this?] and I will promptly afford all the information in my power to any one who will write me or take the trouble to inquire.

Our Academy subscription goes on very well there is over 1300 dollars subscribed and I think we shall be able to get a brick building. I am anxious to see the matter succeed for I think it will be attended with much public good.

I will be down and try and spend some time in that quarter after the commissioner arrives.

My respects to Mrs. Bell.

Yours

S. F. AUSTIN.

### SUGGESTIONS

1. Write in your own words an account of the difficulties with which Austin had to contend, as disclosed in these letters.
2. Describe the early settlers of Texas, as shown by these letters. Compare them with your neighbors of the present day.
3. What impression of Austin do you get from these letters?
4. What was the attitude of the early settlers toward local political duties? Compare them with the citizens of today.

EUGENE C. BARKER.

## HISTORY IN THE UNIVERSITY SUMMER SESSION

Eleven courses in history will be given the first term of the summer session of the University of Texas, and four the second term. The history faculty for the first term will consist of Professors Manning and Riker and Dr. Gutsch of the University of Texas, Professor Boucher of Washington University and Professor Fleming of Louisiana State University. For the second term the history faculty will be made up of Professor Barker of the University of Texas and Professor Brooks of Georgia University.

History 2, 3, 4, and 5 are open to all Summer School Students, but History 2 is recommended for those who have not previously had a college course in history. History 3, it will be observed, can be completed in the first term; History 5 in the two terms together. History 2 and 4 can be continued by correspondence or in succeeding summer sessions. History 5 also is given by correspondence. The advanced courses—three in the first term and two in the second—may be counted independently. They are open only to students who have credit for two college courses in history. Observe that two-thirds of the long session History 25 are given, one in the first and one in the second term. Advanced courses cannot be continued by correspondence.

### FIRST TERM

2(f). *The Early Middle Ages, 395-814.*—This course is a general survey of the history of Western Europe from the time of the final division of the Roman Empire by Theodosius to the end of the reign of Charlemagne. The work will be carried on by means of informal lectures, discussions, textbook, and supplementary reading in the library. Especial emphasis will be placed upon the development of the civilization of the Germanic peoples. Dr. GUTSCH.

2(w). *The Feudal Age, 814-1300.*—The subject-matter of this course will be the disruption of the Carolingian Empire; the rise of feudalism; the development of feudal institutions; the

development of France, Germany, and Italy under the feudal régime: the secular and religious activities of the Medieval Church; and the Crusades. Dr. GUTSCH.

3(f). *The Transition from the Middle Ages to Modern Europe*.—The making of the national states of Europe, with a study of the great nation-builders such as Richelieu, the Great Elector and Peter the Great. Adjunct Professor RIKER..

3(w). *The Old Régime and the French Revolution*.—A study of the political, social, and economic aspects of the Old Régime, and the intellectual agitation which reached its climax in the French Revolution. Adjunct Professor RIKER.

3(s). *Europe Since the French Revolution*.—The dawn of liberalism in Europe through the external influences of the French Revolution and the career of Napoleon; the struggle of both nationalism and liberalism to blot out the principles of the old régime; the creation of the modern states of Italy and Germany; and the development of nationalist differences and rivalries, which culminated in the outbreak of the Great War. Adjunct Professor RIKER.

4(s). *History of England Since 1763*.—A general study of the history of England during the last two centuries, with special emphasis on the growth of the British Empire, and on the relations of England with other powers leading to the present European war. Lectures, assigned readings in a textbook, and library reading and reports. This course is equivalent to the spring term's work in History 4 of the long session. Adjunct Professor MANNING.

5(f). *The American Colonies and the Revolution, 1492-1783*.—This course deals with the planting and development of the English colonies in America, their relations with the British government, the causes, nature, and progress of the Revolution, and the government under the Confederation. Instruction will be given by lectures, parallel reading, and frequent quizzes. Assistant Professor BOUCHER.

5(s). *Division and Reunion, 1860-1914*.—This course will deal chiefly with the development of the controversy over slavery and state rights, the Civil War, the problems of reconstruction, the



subsequent great industrial, social, and political developments, and the later international relations of the United States. Professor FLEMING.

H.<sup>1</sup> A. [=46(s)]. *Origin and Development of the Latin American Countries.*—The importance of the Latin American countries and of our diplomatic, commercial, and industrial relations with them has been forced upon the attention of the people of the United States by the recent internal troubles in Mexico, by agitations concerning the abandonment or retention of the Monroe Doctrine, by the opening of the Panama Canal, and by the European War. The purpose of this course is to show how they came into existence through the break-up of the Spanish and Portuguese colonial empires; how their independence was established and recognized; how their governments were organized; how each country has developed into its present territorial, political, social, and economic conditions, and how each has been related to the others, to the United States, and to the European powers. The work will consist of lectures, library reading, and reports. A reading knowledge of Spanish is highly desirable, though not indispensable. This is the equivalent of the spring term of History 46 A., but may be counted as an independent one-third advanced course. Prerequisite: Two full courses in history. Adjunct Professor MANNING

D.<sup>1</sup> A. [=25(f)]. *The American Revolution, 1750-1783.*—Special emphasis will be placed upon the causes of the Revolution—differences between England and the colonies in political theory and practice. Less emphasis will be put upon the military phases than upon such questions as the organization of the revolutionary movement, the financing of the war, the party of the Loyalists, the establishment of state governments, and foreign diplomatic relations. This course may be counted as an independent one-third advanced course or as the fall term of History 25. Prerequisite: Two courses in history. Assistant Professor BOUCHER.

107. A. *Geographic Influences in History.*—This course will consist of a study of the physical influences affecting political, social, and economic institutions. After a summary survey of the geographic influences in old-world history the remainder of the course will be devoted to a study of the physical forces

operating in American history. This is an independent one-third advanced course. Prerequisite: Two courses in history. Professor FLEMING.

## SECOND TERM

4(w). *England from the Elizabethan Age to the Peace of Paris, 1763.*—The founding of the British Empire; commercial and territorial expansion; the establishment of the English Church; the development of the Constitution. Professor BROOKS.

5(w). *National Development and Expansion, 1783-1860.*—In this course the class will review briefly the organization and working of the government of the Confederation, and will then study in more detail the formation and establishment of the Constitution, the growth of nationality, westward extension, and the beginnings of the quarrel over slavery. Professor BARKER.

E.<sup>1</sup> A. [=25(w)]. *The Formation of the Constitution.*—This course covers in considerable detail the constitutional history of the United States from 1775 to 1800, dwelling on such topics as the formation of state governments during the Revolution; government under the Articles of Confederation; the formation, ratification, and establishment of the present Constitution; and the beginnings of political parties. It may be counted as an independent one-third advanced course or as the winter term of History 25 of the long session. Prerequisite: Two courses in history. Professor BARKER.

108. A. *History of the South.*—The development of the plantation system; the sectional struggle over the extension of slavery; the secession movement; the organization and history of the Confederacy in its several phases; reconstruction, political, economic, and social. A considerable amount of source material, various collections of reprinted documents, and the best secondary authorities will be used. Supplementarily to the lectures, members of the class will make reports on selected topics, and, in addition, will be required to do a certain amount of reading in accordance with a syllabus to be supplied. This is an independent one-third advanced course. Prerequisite: Two courses in history. Professor BROOKS.

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